



PGES Newsletter

Teacher Edition

March 5, 2015

New PGES resources

- [PGES Summative Evaluation video](#)
- [PGES Summative Evaluation PowerPoint](#)
- [EDS Summary of Evidence TPGES QRC](#)
- [EDS Summary of Evidence OPGES QRC](#)
- [EDS Summary of Evidence PPGES QRC](#)

2015 TELL Kentucky Survey: open through March 31

The 2015 TELL Kentucky working conditions survey is now open to certified school-based educators. The TELL Survey is designed to gather a variety of information from teachers, counselors, principals and other administrators who deal with teaching and learning conditions every day – including the adequacy of facilities and resources; time; empowerment; school leadership; community support; student conduct; professional development; mentoring and induction services; and student learning. The web-based survey is voluntary, anonymous and confidential.

The results will be used to enhance school improvement efforts and student outcomes. Only schools with at least a 50 percent response rate will receive school-specific results. Cash prizes for participation will be awarded each week. For more information go to www.tellkentucky.org.

Student Voice spring window open

The spring Student Voice Survey window is March 4-25. During this period students will have an opportunity to provide feedback to their teachers regarding classroom climate and instruction. Teachers may use the feedback to reflect on professional improvement opportunities, plan professional growth, and develop pedagogical skills. The results from the spring survey will be available in CIITS/EDS by April 16.

Student Voice access support

To increase access to the Student Voice Survey, it is now available with American Sign Language interpretation and Spanish audio translation.

These online resources can be used in a separate Web browser while students participate in the Student Voice Survey in Infinite Campus. Links for this additional support are located in the toolkit on the [TPGES Student Voice webpage](#).

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Leading from the front

The tremendous promise and power of teacher leadership is to transform teaching and learning in Kentucky.

What can teacher leadership roles look like in practice?

Westport Middle School in Jefferson County, strategically designed a teacher hybrid position for Sarah Yost to [support a common vision of professional learning](#) for the English/Language Arts department. The role focuses on creating shared data analysis systems and implementation of student interventions. Sarah also shares the perspectives of classroom teachers with administrators because as a classroom teacher herself, she is leading from the front of the classroom.

The role Sarah plays at Westport has had a profound effect on her learning community. Test scores have risen every year, and her principal, Dr. Staci Eddleman, has replicated the hybrid position in the Math department. School administrators such as Dr. Eddleman demonstrate their capacity to improve teaching and learning by intentionally leveraging their most effective teachers.

How can educators create impactful and intentional teacher leadership roles?

- How can we learn from examples like Sarah to leverage teacher leaders across the Commonwealth?
- How can Kentucky educators identify and cultivate the conditions under which teacher leadership can be most effective for individuals, schools and the system as whole?
- What roles and implementation strategies have the greatest potential to impact student learning?
- What are the common mistakes to avoid? And how can districts navigate the obstacles that appear to stand in the way of effective teacher leadership?

The following article, [Leading from the Front of the Classroom](#), by Leading Educators and the Aspen Institute, is essential reading for any educator interested in defining the form and function of teacher leader roles to deeply impact teaching and learning.

Empowering effective educators

A need to define leadership roles and responsibilities for effective teachers has grown out of the development of the Professional Growth and Effectiveness System. Empowering teacher leaders can impact teacher equity for all students, build leadership capacity for all staff, and increase the quality of teaching and learning. As a part of the Network for Transforming Educator Preparation (NTEP) grant, the Kentucky Department of Education (KDE) is seeking applications from Kentucky schools interested in demonstrating current or planned strategies to

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utilize effective teachers in teacher leadership roles. Identified recipients will provide feedback on achievement of goal outcomes, policy implications and support for scaling of the work.

The [Empowering Effective Educators \(E³\) Grant](#) provides schools with funds to design and implement a teacher leadership structure that addresses the needs of building capacity of staff and recognizing the impact of teacher leaders on continuous improvement of schools. The teacher leadership program should promote the use of highly effective teachers in various leadership roles based on the needs of the school.

Deadline for submission of questions is Noon ET, Monday, March 9.

Deadline for submission of the application is 4 p.m. ET, Monday, April 6.

OPGES Pilot survey

Other Professionals who are participating in the OPGES Pilot will receive an email with a link to an important survey. This survey is designed to give vital feedback on the OPGES Pilot. Peer observers and primary supervisors are encouraged to complete the survey as well.

Survey feedback on the OPGES pilot informs the creation of guidance and resources to support districts and to inform revisions to regulation.

Surveys due March 15.

OPGES Pilot testimonial

I have really enjoyed the process of creating my Professional Growth Plan (PGP) after doing my Self Reflection. I knew I really needed to work on collaboration after my first year here, and my Self Reflection noted that. I asked one of the teachers if she would mind doing more collaboration with me and that it would be my PGP. She was really excited about being asked to be a part of my process. She admitted to being kind of scared of the library and how to really guide kids to reading. She was more of a writing teacher. We have worked together a lot this year and I feel like it has really helped her students and her understand more about book choices and reading. It has also led to collaboration with other teachers.

*Submitted by Trisha Crabtree, Media Librarian-Dixon Elementary,
Webster County*

If you are piloting OPGES, please submit your testimonial to amy.Jacobs@education.ky.gov

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